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ABSTRACT

A follow-up study of students who entered Bronx Community College (New York) in September 1965 was made to ascertain their educational and vocational experiences. The first part of this report consists of statistical data on the students, showing how many graduated, left the college in matriculated or non-matriculated standing, or continued their enrollment. The second part of the report contains the results from questionnaires that were sent to all members of the 1965 class. Findings, based on 435 questionnaires (a 65.2 per cent return), cover such areas as to what extent the students felt their experience at Bronx Community College was valuable; what their impressions were of the quality of instruction; what kinds of educational and/or vocational programs they entered; whether they had difficulty in transferring to another school or in finding a job. In addition, this material was analyzed from the perspective of the students' graduate or matriculation status when they left the college, the curricular program they had enrolled in, and their ethnic group membership. (BB)

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Research Report

BRONX COMMUNITY COLLEGE
of THE CITY UNIVERSITY OF NEW YORK

Office of Institutional Research

BCC 2-70

EDUCATIONAL AND VOCATIONAL HISTORY OF THE CLASS ENTERING BRONX COMMUNITY COLLEGE IN SEPTEMBER, 1965

UNIVERSITY OF CALIF.
LOS ANGELES

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RESEARCH GROUP

Dr. Norman Eagle, Coordinator

Dr. Morton Rosenstock
Associate Dean of Faculty

Prof. John E. D'Andrea
Registrar and Admissions Officer

Prof. Carl Saueracker
Assistant Dean of Student Personnel

Mr. Meyer Shopkow
Director, Data Processing Center

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FOLLOW-UP STUDY OF THE CLASS OF 1965

INTRODUCTION

This is a continuation of the study begun in 1967 by Professor Martin S. Erdsneker and Mr. Robert Hecht, which intended to follow the history of all matriculated students entering Bronx Community College in September, 1965. The current report is in two parts:

PART I - Statistical History

In this part, statistics are developed which show the proportions of students in fourteen curriculum areas: who graduate, leave college in a matriculated status, leave college having lost matriculation, or continue to enroll. The situation is shown at the end of each semester from June, 1967 to June, 1969.

PART II- Student Experience and Post Bronx Community College History

In this part, results are presented of a comprehensive questionnaire sent to all members of the September, 1965 class not enrolled in Bronx Community College for the 1969 Spring semester, for whom addresses were available. Information was requested on the post Bronx Community College educational and vocational experiences of these former students, their views of their Bronx Community College experience and other related matters. Data were analyzed from three major perspectives: ethnic and curriculum group, and matriculation status at the time of leaving Bronx Community College.

The mass of complex data printouts was again achieved by Mr. Paul Steier with the full cooperation of Mr. Meyer Shopkow, Data Processing Manager.

FOLLOW-UP STUDY OF THE CLASS OF 1965

PART I

Statistical History

Erdsneker and Hecht, in their report dated Summer ,1967, followed up the September, 1965 class to June ,1967. They presented a table showing the distribution of students by curriculum and status. This table is presented again here, as Table I, and serves as the starting point for the present study which traces the history of all the students who were still in attendance at Bronx Community College in June, 1967. Actually, only about 98% of the June, 1967 records could be reconstituted, so that there are some minor discrepancies between the data comprising the end of the Erdsneker and Hecht study, and the data with which the current study begins. For example, the Erdsneker-Hecht study reported 357 matriculated students in attendance in June,1967, after graduation of 112 students. The present study begins with 349 students in this group, after identifying 113 graduating students. Other such discrepancies exist, but they are also of the same insignificant order.

TABLE 1: DISTRIBUTION OF STUDENTS BY CURRICULUM AND STATUS IN JUNE 1967

Curriculum	Total	Grad. 6/67	In Attendance				Not in Attendance						Totals			
			Matrics.		Non-Matrics.		Matrics.		Non Matrics.		Ac.Sus.		Grads. & Matrics.		Non-Matrics & Suspensions	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Accounting	36	1	12	33	5	14	6	17	12	33			19	53	17	47
Admin.	39	5	27	69	2	5	4	10	1	2			36	93	3	7
Retail	40	1	17	43	5	12	8	20	8	20	1	2	26	65	14	35
Secretarial	54	19	14	26	4	7	8	14	9	18			41	81	13	19
Bus.Teach.	4	1	2	50			1	25					4	100	0	0
Dat.Proc.	1		1										1			
Chem.Tech.	15		7	47	3	20	2	13	2	13	1	7	9	60	6	40
Pre-Pharm.	10	1	9	90									10	100	0	0
Eng. Sci.	75	1	32	43	12	16	11	15	12	16	7	9	44	59	31	41
Elec.Tech.	53		20	38	9		11	21	9	10	5	9	40	76	13	24
Mech. Tech.	30		4	12	2	6	11	37	12	40	1	3	15	50	15	50
Liberal Arts	324	38	170	53	36	11	41	13	31	10	8	2	249	77	75	23
Med.Lab.Tech.	15	3	4	28	4	28	2	14	2	14			9	60	6	40
Nursing	139	42	34	25	9	6	17	12	20	14	18	13	93	67	46	33
No.Curric.	12		4		2		3		2		1		7	58	5	42
Total	849	112	357	42	93	11	125	15	120	14	42	5	594	70	255	30
Male	410	13	198		49		62		67		21		273		137	
Female	439	99	159		44		63		53		21		361		118	

The method used was to start with the (Erdsneker-Hecht) list of all students in this Class who were in attendance during the Spring semester, 1967. At the end of each regular and summer session, until June,1969, the names of the graduates were removed to form a graduation list. Then, at the beginning of a new regular semester, the list of the remaining students (from the previous semester) was compared to the list of enrolled students to see which students did not enroll for the new semester. Students not appearing in the Directory for the new semester were then considered as having "left school" as of the beginning of that semester. Note was kept of the updated matriculation status of all students, and of the curriculums in which graduates received their degrees.

Table 2 shows, in five general categories, the "fate" of 458 students who were still in attendance in June 1967, as well as of 29 students not in attendance at that time, but who returned to college at a later date. (total N=487)

Table 2 - Academic "fate " (to June, 1969) of 487 Class of 1965 students enrolled but not graduating in June 1967*

Status in June 1967	Graduated	Left School		Cont'd.Enroll.		Total
		Matr.	Non.Matr.	Matr.	Non-Matr.	
1. Matrics in attendance	174	140	23	8	4	349
2. Non-Matrics in attendance	35	18	44	4	8	109
3. Matrics not in attendance	2	3	1	2	1	9
4. Non-Matrics not in attendance	1	1	8	1	4	15
5. Academic Suspension	0	0	1	3	1	5
Total	212	162	77	18	18	487

* exception noted in introductory paragraph.

Table 2 shows clearly that more students (212) graduated from this group after June, 1967, the expected date for the two-year program, than graduated "on time" (113). In terms of proportions of the entering class (N=843), it is seen that while 13.4% graduated in the expected two-year period, an additional 25.1% graduated during the third and fourth years following initial entry into Bronx Community College. Thus, it appears that 38.5% of the class graduated within four years of initial enrollment. Thirty-six students, not graduating in June, 1969, continued to enroll and it is possible that some of these may graduate at a future date.

Table 2 also shows that 35 students who graduated after June, 1967 were enrolled as <u>non-matriculated</u> students on that date. This constitutes almost 16% of the entire graduate group. Another three students who graduated were not even in attendance at that time, but returned to the college at a later date.

Table 3 details the history of the 487 students, by curriculum. This table reveals the date when students graduated or otherwise left school, their curriculae, and matriculation status at leaving Bronx Community College.

Table 3 - Academic "Fate" of 487 Students by Curriculum - to June 1969

Curriculum	Graduates							Left School									Enrolled Spring '69 Not Graduating in June '69		
	Aug. '67	Jan. '68	June '68	Aug. '68	Jan. '69	June '69	Total	Sept. '67		Feb. '68		Sept. '68		Feb. '69					
								M	NM	M	NM	M	NM	M	NM	Total	M	NM	Total
Business Accounting		6	3				9	2	3			2	0	1	0	8	0	1	1
Administration		9	6		2	1	18	4	2			3	1	2	1	13	1	1	2
Retailing		2				1	3	4	4	0	2	9	2	1	0	22	0	0	0
Secretarial	1	3	3		1	1	9	7	2			1	0	0	0	11	1	0	1
Teaching		1					1												0
Data Processing												1				1	0	1	1
Chemical Technology	1	2	2			1	6	1	1			1	1			4			0
Pre-Pharmacy	1	1	1			1	4					2	2	2	0	6			0
Engineering Science		9	5	1			15	4	4	3	1	6	3	1	2	24	2	0	2
Electrical Technology		2	4			4	10	2	4			2	1	0	1	10	1	2	3
Mechanical Technology		4	1		1	1	7	0	1	0	1	1	0	1	1	5	0	1	1
Liberal Arts	16	42	13	2	12	1	86	25	15	4	4	40	17	6	6	117	9	8	17
Medical Lab Technology	2			1		1	4	2	0	0	2			0	1	5	0	1	1
Nursing	5	13	9	1	11	1	40	6	3	0	1	2	1			13	3	3	6
Totals	26	94	47	5	28	12	212	57	39	7	11	70	28	14	13	239	18	18	36

Grand Total 487

Combining the data from Table 3 with data from Table 1, Table 4 can be derived showing the proportion of students who entered each of the curriculum areas (shown below) in September 1965, and who graduated 2, 3, and 4 years later, though not necessarily in the original curriculum area.

Table 4 - Proportion of Students Graduating at 3 Points in Time, By Curriculum*

Curriculum	Enrolled Sept.'65	Time of Graduation			
		June '67	Aug. '67 to June '68	Aug. '68 to June '69	Total to June '69
Business Accounting	36	2.8%	25.0%	0.0%	27.8%
Administration	39	12.8%	38.5%	7.7%	59.0%
Retailing	40	2.5%	0.5%	2.5%	5.5%
Secretarial	54	35.2%	13.0%	3.7%	51.9%
Teaching	4	25.0%	25.0%	0.0%	50.0%
Data Processing	1	0.0%	0.0%	0.0%	0.0%
Chemical Technology	15	0.0%	33.3%	6.7%	40.0%
Pre-Pharmacy	10	10.0%	30.0%	10.0%	50.0%
Engineering Science	75	1.3%	18.7%	1.3%	21.3%
Electrical Technology	53	0.0%	11.3%	7.5%	18.8%
Mechanical Technology	30	0.0%	16.7%	6.7%	23.4%
Liberal Arts	324	11.7%	21.9%	4.6%	38.2%
Medical Lab Technology	15	20.0%	13.3%	13.3%	46.6%
Nursing	139	30.2%	19.4%	9.4%	59.0%

* Some minor inaccuracy will result from the inability to account for the 12 "No Curriculum" students shown in Table 1.

Table 4 shows that there is a wide range of graduation rate among the various curricula, from a low 5.5% for Business Retailing (excluding the single case for the Data Processing curriculum) to a high rate of 59% for Business Administration and Nursing. (It must be remembered that graduation may not have occurred in the original curriculum.)

Since it has been found (Part II of this study) that approximately 65% of students who leave school while matriculated, and 55% of students who leave in a non-matriculated status, transfer to other educational institutions, it may be useful to look into the proportions of students in the various curricula who leave Bronx Community College before graduating, but in two categories of matriculation status: a) those who maintained matriculation status and b) those who lost matriculation status. Again, data from Tables 1 and 3 are combined, to produce Table 5 for this purpose.

Table 5 appears on the following page.

Table 5 - Proportions of Students Leaving B.C.C. as Matriculants or Non-Matriculants, by Curriculum (Original Enrollment)*

Curriculum	N	% Graduated (From Table 4)	% Leaving B.C.C. as Matrics.	% Leaving B. C. C. as Non-Matrics or Academic Susp.
Business Accounting	36	27.8%	30.6%	41.7%
Administration	39	59.0%	33.3%	12.8%
Retailing	40	5.5%	55.0%	42.5%
Secretarial	54	51.9%	29.6%	22.2%
Teaching	4	50.0%	25.0%	0.0%
Data Processing	1	0.0%	100.0%	0.0%
Chemical Technology	15	40.0%	26.7%	33.3%
Pre-Pharmacy	10	50.0%	40.0%	20.0%
Engineering Science	75	21.3%	33.3%	38.7%
Electrical Technology	53	18.8%	28.3%	37.7%
Mechanical Technology	30	23.4%	43.3%	53.3%
Liberal Arts	324	38.2%	35.8%	25.0%
Medical Lab Technology	15	46.6%	26.7%	33.3%
Nursing	139	59.0%	18.0%	30.9%

* Proportions may not add to 100% because of a) slight discrepancies between Erdsneker-Hecht study and our own, b) small proportions of students who continue to enroll in the Spring 1969 semester, c) students who leave college, return, and leave again, d) students who have transferred into other curricula, e) inclusion of the 12 "No Curric." students of Table 1 in Table 5.

Perhaps some estimate of "effectiveness" in moving students successfully through B.C.C. can be gained by looking at the columns in Table 5 dealing with "% graduated" and "% leaving B.C.C. as Non-Matrics. or Academically Suspended."

Since one would wish to maximize the former and minimize the latter, the ratio of one to the other (i.e. ,of graduates to those who lose matriculation and leave school), may provide an index of such effectiveness.

These ratios are shown in Table 6, but some, for group sizes less than 15, have been omitted.

Table 6 - "Effectiveness" Ratios for Curriculum Areas

Curriculum	"Effectiveness" Ratio
Business Accounting	0.66
Administration	4.61
Retailing	0.13
Secretarial	2.34
Chemical Technology	1.20
Engineering Science	0.55
Electrical Technology	0.50
Mechanical Technology	0.44
Liberal Arts	1.53
Medical Lab Technology	1.40
Nursing	1.91

The ratio in Table 6 can easily be interpreted by considering it as representing the unit (s) of students graduated for each student who lost matriculation and left the college. For example, Business Administration has a ration of 4.61. This can be interpreted as meaning that 4.61 students who entered Bronx Community College in September, 1965, in the Business Administration curriculum, graduated, for every one student entering at the same time, who lost matriculation and left college. (It must be remembered that not all of the graduating students who entered Bronx Community College as Business Administration students graduated from this curriculum.)

This ratio should be used with caution, and while bearing in mind the debatable assumption that students who maintain matriculation status but who transfer from the College before graduation, represent a "failure" for the College. It has been shown in previous Institutional Research studies that the great majority of these students continue their education at other institutions. This might be interpreted as successful student preparation at B.C.C. for transfer to a greater variety of educational opportunities.

PART II

STUDENT EXPERIENCE AND POST BRONX COMMUNITY COLLEGE HISTORY - Introduction

In this Part, an attempt has been made to gather data for the purpose of answering questions regarding the experience at Bronx Community College of the incoming class of September 1965, and the post Bronx Community College educational and vocational history of its members.

Some of these questions are as follows:

Experience at Bronx Community College

To what extent do students feel their experience at Bronx Community was valuable to them?

What was student impression of the quality of instruction, ancillary services, student body?

How "satisfied" were students with their curriculum placements? What was the frequency of curriculum change?

To what extent did students participate in extra-curricular activities or hold jobs while attending Bronx Community College?

Post Bronx Community College Educational and/or Vocational History

What kinds of factors are related to leaving Bronx Community College before graduation?

Into which kinds of educational programs or vocations do students go following their departure from Bronx Community College?

Do students experience difficulty in transferring to other schools, or in procuring employment?

Why do students decide to discontinue their education following their departure from Bronx Community College?

What aspirations do students have toward continuing their education and earning higher degrees after leaving Bronx Community College, and how much progress do they make toward these ends?

Beyond answering these questions, an attempt has been made to relate student experience, perception, and history to three other dimensions: a) graduate or matriculation status at leaving Bronx Community College b) ethnic group membership c) curriculum.

Method

A questionnaire was constructed in two forms: Form I for graduates, and Form II for students who left school before graduating. Practically all of the items were identical, but some minor wording changes to fit the graduation or matriculation status of the student were required.

The target population was all students who entered as matriculated students in September, 1965. This paralleled the population studied by Erdsneker and Hecht in 1967 and for which a statistical history has been provided in Part I of this report. Actual mailed questionnaires, however, went to only 756 of the approximately 850 students in this group, mainly because of missing addresses or data cards. The questionnaire was again accompanied by a letter from the President of the College explaining the purpose of the survey, guaranteeing anonymity, and offering to send the student a copy of the report when ready for distribution.

The first mailing went out late in March,1969 and was followed up three weeks later by a second mailing to the non-returnees. (The student number was retained on a label on the return envelope, for this purpose. There was no identifying mark on the questionnaire per se when the student received it.) When the questionnaire was returned it was coded, primarily for the purpose of adding the student's matriculation status at departure from Bronx Community College, and the date of his departure. No name ever appeared on the questionnaire.

Of the 756 questionnaires mailed, 322 were of Form I (Graduates), while 434 were of Form II (left school before graduation). Twenty-eight Form I questionnaires, and 61 Form II questionnaires, were returned because the addressees could not be located.* It was assumed, therefore, that the remainder had reached the addressees, that is, that 294 graduates and 373 non-graduates (total N=667) had received the questionnaire. Completed questionnaires were received from 212 graduates and 223 non-graduates (total N=435). The percents of returned questionnaires, therefore, were as follows:

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*This difference between the proportions of returned "undeliverable" envelopes is itself significant at beyond the .001 level.

Graduates	72.1%
Non-Graduates	59.8%
Total	65.2%

This may be considered a little better than "average" for a response to a mailed questionnaire.

Interpretation of Findings - General Cautions

In generalizing from the data to be reported, it must be remembered that the responding sample probably differs both from the group that received the questionnaires and did not respond, and the group whose addresses could not be located, in certain unknown ways. Therefore, generalizations from these data, to observations concerning the other groups, or to the entire 1965 entering class, should be made only with great caution.

Responses to each item were examined from several perspectives:

a) The overall proportion of all students selecting each option of each item.

b) A comparison among three "college status" groups (graduates; students who left Bronx Community College while still matriculated, designated as the LM group; and students who left Bronx Community College having lost matriculation status, designated as the LL group).

c) A comparison among three ethnic groups: Caucasian, Black-Afro American, Spanish American. The College also has a small Oriental American group, but their numbers are too small for them to have been included in the analysis.

d) A comparison among curricula consolidated into six basic groups: Busine Transfer, Engineering Science, Liberal Arts, Business Career, Technologi Nursing.

These three basic dimensions (college status, ethnic group, curriculum), having 3, 3, and 6 levels, form 3 x 3 x 6, or 54 separate groups of students. For example, one group might be Black students who left school while matriculated in the Liberal Arts curriculum. Not only would it be almost impossible, because of the number of independent groups, to make comparisons among these groups, but it can be seen that a much larger total sample would be required in order that each group could attain a size adequate for reliability, that is, a minimum of about 20 students in each group. This would require a total sample of at least 54 x 20 = 1,080 students, assuming that each group in the population were of the same size as every other group, an assumption that cannot be sustained.

Since comparisons among these independent groups cannot be made, some of the categories can be joined to realize a smaller number of larger sized groups, but in so doing, clarity of interpretation is sacrificed. When comparisons are made among groups within one of the three major dimensions (college status, ethnic group, curriculum), it cannot be unequivocally concluded that observable differences in responses are associated primarily with the differences among the groups in the dimension studied. For example, item # 29 investigates the extent to which students continue their education after leaving Bronx Community College. It can be seen from the tables on Page 32 that only 37% of Nurses continue their education, the lowest of any of the six curricular groups. At the same time it is seen that only 43% of all Black students, lower than the other two ethnic groups, continue their education. But since, in our sample, 40% of all the Black respondees are in the Nursing curriculum, and since about 28% of the Nursing students (in our sample) are Black, it is impossible to say how much of the tendency to discontinue education may be associated with the Nursing curriculum, with being Black, or with other related but unidentified factors. This inability to isolate interacting factors associated with response differences, should be kept in mind when studying the item analyses which follow the Summary. Also, the small number (19) of Engineering Science students included in the sample makes generalizations concerning this group particularly tenuous.

III SUMMARY OF FINDINGS

The interpretive cautions stated in the preceding section are important enough to be repeated here. They concerned the awareness of the difference between the target population and the actual sample, and the difficulty of isolating levels of the three major analytic dimensions (college status, ethnic group, curriculum). In addition, it is clear that in attempting to organize, summarize, and generalize from a tremendous fund of data, some subjectivity and loss of precision are inevitable. Readers who wish to place their own constructs on the data should go beyond this summary to the individual item analyses, and beyond this, to the detailed item statistics which are available in the Office of Institutional Research. The major findings are as follows:

1. A majority of all students believe that their experience at Bronx Community College will be either very or moderately important for their future occupational or vocational success. There is a strong relationship between "college status" at the end of two years, i.e., graduated, left school while matriculated (LM), left school having lost matriculation (LL)*; and perception of the importance of Bronx Community College in this regard. Higher proportions of Black and Puerto Rican students, than Caucasian students, feel the Bronx Community College experience will be <u>very important</u> to their future occupational or vocational success.

2. At least half of the students show a positive perception of instruction, instructors' interest in students, and college staff attention to student problems. On the other hand, a considerable segment of the group feel negatively. Black students have a slightly more negative view of instruction, in comparison with Caucasian students particularly. Some noticeable differences among curriculum groups are evident. (See Questions 15, 16, 18.)

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* These "college status" designations will be used throughout the summary and following item analysis.

3. Almost four out of ten students claim they were not certain that the curriculum they had enrolled in upon entering Bronx Community College was the one they really wanted. A strong relationship between "college status" (graduated, LM, LL), and uncertainty about curriculum placement, is indicated by the data, although it is unclear in which direction the relationship may be working (curriculum uncertainty ⟶ leaving school, or curriculum uncertainty ⟵ leaving school.) The data reveal that two out of ten students changed their curricula while at Bronx Community College. Some differences among curriculum groups exist on this item.

4. About three out of 10 students claim that the College's provision of courses and other educational experiences was, to some extent, inadequate. College status is found to be moderately related to this perception of adequacy. Black students seem to be significantly <u>less</u> dissatisfied with the college's provision of courses and other educational experiences than the other two ethnic groups considered, although as shown in point #2 above, their view of actual instruction is slightly <u>more negative.</u>

5. Two out of three students work for wages at some time during their period of enrollment in Bronx Community College. Sixty-two percent of working students work at least half time. College status appears to be related to the intensity of work, that is, a much higher proportion of students in the LL group work 3/4 or full time, compared with graduates or students in the LM group. Black and Puerto Rican students work over a longer period of time, and work more hours during this period, than Caucasion students. It is understandable, then, in view of this, that Black students spend fewer hours in organized extra-curricular activities than other ethnic group students. Some differences exist among ethnic and curriculum groups in regard to preferred types of extra-curricular activity. A very strong preference for social club activity by Puerto Rican students suggests possible unsatisfied needs in this area. (See item #25.)

6. The "non-academic" factors which moderately differentiate between graduates on the one hand and students who leave school having lost matriculation on the other are: student perception of the importance of Bronx Community College for one's future occuption and vocation, student perception of faculty interest in students, degree of uncertainty concerning correctness of original curriculum placement at Bronx Community College, degree of satisfaction with quality of student body, student perception of adequacy of range of courses and other educational experiences, differential preferences for extra-curricular activities, and outside work "demands" (average number of hours worked per week while enrolled at Bronx Community College).

7. The fact that students transfer from Bronx Community College before graduating does not necessarily imply a serious interruption of education, even if students leave Bronx Community College in a non-matriculated status. About three out of four graduates indicate they continued their post Bronx Community College education, while two out of three of those who left the college in a matriculated status, and one out of two who left the college as non-matriculants, so indicated. Differences between ethnic and curriculum groups are reported. The great majority of students who graduate or leave school in a matriculated status transfer to four-year colleges of the City University. A small proportion of students who lose matriculation status also transfer to four-year colleges of the City University, but more transfer to private colleges, technical institutes, business schools and other community colleges.

8. There is a direct relationship between "college status" (graduated, left school-matriculated, left school-lost matriculation) at the time of leaving Bronx Community College on the one hand, and the probability of changing curriculum following departure from Bronx Community College, on the other. The tendency to change is greatest for the left school-lost matriculation group, less for the left school-matriculated group and least for the graduates. Even among graduates, about one in four change curriculum fields. Reasons given by students for changing curricula, are reported.

9. Students report little difficulty in finding employment, regardless of their status at the time of their departure from Bronx Community College. Three out of four students report being able to find employment within two weeks. The great majority of students (eight out of ten) report satisfaction with their employment. Some noticeable differences among a few curriculum groups are reported.

10. About half of all students transferring from Bronx Community College do not lose any credits upon enrolling in their new institutions. There are, however, some differences among ethnic and curriculum groups in the number of "credits lost" upon transferring to another school. A significant segment of Technologies, Nursing, and Engineering Science students report losing nine or more credits.

    One quarter of all students attempting to continue their education after leaving Bronx Community College were required to take courses to make up for deficits in their academic background. Black students and Liberal Arts students showed the highest proportions required to make up courses compared to other ethnic and curriculum groups.

11. Students subscribe to a wide range of reasons for not continuing their education following their departure from Bronx Community College. The highest proportion of graduates discontinue because of the need to earn an income and because they feel no need for further education. The need to earn an income is also the most important reason for the left school-matriculated group. Those who leave school as non-matriculants give family or personal problems and dissatisfaction with the Bronx Community College experience as their major reasons. Very few students say they discontinue their education because of feelings of intellectual inadequacy. Some differences among ethnic and curricular groups are also reported.

    Eighty-five percent of students from the group which did not continue its education after leaving Bronx Community College state they intend to enroll in some kind of educational program in the future.

12. A direct relationship exists between "college status" (graduated, left school-matriculated, left school-lost matriculation) and the expectation of earning a higher degree. Graduates generally show higher expectations, while students in the left-school-matriculated group are next, and students in the left school-lost matriculation group are last in rank.

    Almost eight out of ten students who did not continue their education after leaving Bronx Community College say they expect to attain, in the future, at least the B.A. degree, while slightly more than one out of ten say they expect to earn a degree at the master's level. Two students state they expect to earn a doctorate.

ANALYSIS OF ITEMS

Question 1

Are you 1) Male 2) Female

Of the 435 returned and valid questionnaires, 54% came from Female students compared to 46% from Males. This is probably very close to the actual distribution of sex in the college, if one judges from the American Council on Education's survey taken in the Fall of 1968, which reported a 52-48 female-male ratio in the incoming 1968 class.

The male-female respondee distribution within curricula also appears to reflect the actual distribution. The percent of the total responding who are males is as follows:

Business Transfer	-	76.9%
Engineering Science	-	84.2%
Liberal Arts	-	46.6%
Business Career	-	37.7%
Technologies	-	70.8%
Nursing	-	7.7%

Our sample shows that 70% of the returns from Black students came from females. However, this fairly accurately reflects the actual distribution of sex within this ethnic group. According to the A.C.E. survey referred to above, the ratio of Female to Male Black students was 141:57 in the Fall of 1968. Most of the lack of balance may be explained by the high proportion of Black women in the Nursing program.

Question 2

Age (nearest birthday) 1) 19 or below 2) 20 3) 21 4) 22
5) 23 6) 24 7) 25-30 8) 30+

At the time of responding to the questionnaire, 84.6% of the respondees were 21 or 22 years of age. Therefore, they were 17 or 18 at admission to the college in 1965. Black students tend to be slightly older than students in other ethnic groups. Engineering Science respondees tend to be slightly younger and Nursing students slightly older than students in other curriculum areas.

Question 3

How would you describe yourself? (Optional) 1) Black, Afro-American, Negro 2) Caucasian, White 3) Spanish American, Puerto Rican, 4) Oriental 5) Other

The ethnic distribution of the responding students is as follows:

Black	-	9.19%
Caucasian	-	76.32%
Spanish American	-	9.65%
Oriental	-	1.37%
Other (?)	-	3.44%

Our sample, therefore, under represents the Black, Spanish American and Oriental American student populations which have been previously estimated as higher than indicated above, and over represents the Caucasian student population.

Among graduates, the ethnic distribution reflects the overall respondee ethnic distribution. However, Spanish American students, in greater proportions than indicated by their overall representation in the sample (9.6%), tend to lose matriculation and leave school (16.25%).

Question 4

In order to check on the accuracy of our records, please indicate the curriculum area in which you were enrolled when you graduated/left Bronx Community College.
_____(Curriculum)

The following table compares the curriculum distribution of the sample with the Registrar's data on the incoming 1965 class.

			Registrar's Data
Business Transfer	-	9.0%	5.0%
Engineering Science	-	4.4%	8.0%
Liberal Arts	-	44.4%	38.0%
Business Careers	-	15.9%	16.0%
Technologies	-	11.0%	15.0%
Nursing	-	15.0%	17.0%

Black students are found predominantly in Nursing (40%, interpreted as meaning that 40% of all Black respondees indicated they were enrolled in Nursing), Liberal Arts (32.5%), Technologies (15.0%). Black students show an apparently low relative enrollment in Business curricula (total of 7.5%).

Spanish American students are found predominantly in Liberal Arts (35.7%), Nursing (21.4%), Business Careers (16.7%), and Technologies (16.7%).

Caucasian students are mainly in Liberal Arts (46%). The rest are fairly evenly distributed among the other curricula.

The data also reveal that there is a disproportionately high rate of LL (Left School-Lost Matriculation)* respondees in the Engineering Science curriculum (11.25%), compared with the overall Engineering Science return of 4.4%.

* Throughout this analysis, college status groups will be indicated as follows: gradutes, LM for "left college while matriculated," LL for "left college having lost matriculation status."

Question 5

Since leaving Bronx Community College have you sought employment?
1) Yes 2) No Explain "No"_____

The data reveal that the probability is about .5 that graduating students or students leaving school while matriculated will seek employment after leaving Bronx Community College. The corresponding probability for students losing matriculation status and leaving school is .74. For Black students, however, the probability that they will seek employment after leaving Bronx Community College is higher, regardless of their status at leaving the college. Their overall probability of .75, perhaps is evidence for the need of increased financial aid to these students.

The data also show that about 20% of the graduates in transfer curricula seek work after leaving Bronx Community College, compared to about 88% of the graduates in career programs (but including Nursing students). The latter proportion, excluding Nursing graduates, reduces to about 80%. When students leave school while maintaining matriculation, a majority in all curricular areas (excepting Liberal Arts) seek employment. Only 29% of Liberal Arts students in this category seek employment.

Question 6

Since leaving Bronx Community College have you found employment? 1) Yes 2) No
If "No" to above, explain fully.

Students report little difficulty in finding employment, regardless of their status at the time of their departure from Bronx Community College. One hundred percent of the 31 Black students responding to this question said they found employment, compared to 95% of 171 Caucasians and 96% of 24 Spanish American students.

By curriculum, it was found that 98-100% of Business Career, Business Transfer, and Nursing students found employment. In contrast, 91-92% of Liberal Arts and Engineering Science students found employment.

It should be remembered that the above statistics are based only on students who sought employment following their departure from B.C.C.

Question 7

What position(s) have you held since leaving? 1)_____ 2)_____3)_____

Responses to this item were included in the analysis only if the job appeared to be one of full or nearly full-time.

Practically 100% of all graduates who go to work (full-time) after leaving Bronx Community College, find employment in fields very closely allied to their Bronx Community College curricula. The overwhelming majority of Liberal Arts students in the LM and LL groups who took full or nearly full-time positions after leaving Bronx Community College, found themselves in clerical or secretarial type jobs. Among Nursing students who leave college before graduating, about half take jobs in allied health fields, and half in clerical-secretarial vocations. Technologies students leaving before graduation also divide their vocational pursuits almost equally between technical and clerical positions. Several mentioned taking drafting positions. Practically 100% of the non-graduating Business Career and Transfer students taking full or nearly full-time positions, find themselves in clerical or secretarial type jobs.

Question 8

On the average, how many days transpired from the time you started to look for a job until you accepted one? 1) Less than one week 2) 1-2 weeks 3) 3-4 weeks 4) 5-6 weeks 5) 7-8 weeks 6) 9+ weeks

Seventy-five percent of responding students report that they find employment within two weeks. Seven percent report taking more than nine weeks to find employment. A higher proportion of Spanish American students report finding employment within two weeks (87%), compared with Caucasians (78%), and Blacks (76%).

Of 15 students reporting a requirement of more than eight weeks to find employment, 14 were Caucasian and one was Black. Seven were graduates, two had left school while matriculated, while six left school having lost matriculation.

Business Transfer students appear to have had the easiest time in finding employment compared to students in other curricula. Ninety-three percent of Business Transfer students report finding employment within two weeks compared to Business Career students (76%), Liberal Arts students (80%), Nursing students (81%), Engineering Science students (82%), and Technologies students (85%).

It may be significant that 13% of the Liberal Arts students report taking more than eight weeks to find employment.

Question 9

On the whole, have you been "satisfied" with your job? 1) Yes 2) No

Eighty percent of all students finding employment report satisfaction with their jobs; a higher proportion of graduates than students in the other two groups. Twenty-five percent of Black students report dissatisfaction with their jobs, in contrast to 19% of the Caucasian students and 22% of the Spanish American students.

One hundred percent of the 55 Nursing students, and 91% of the Engineering Science students, report being satisfied with their jobs, while only 63% of the Liberal Arts students so report.

The few graduates who indicate dissatisfaction with their jobs seem to want greater challenge, responsibility, and opportunities for creativity. A noticeable number of Liberal Arts students from the LM and LL groups report being very bored with the clerical and secretarial jobs they took after leaving Bronx Community College. Several complain about the low salary. Others state their intention of returning to school.

Question 10

Now that you have had some work and higher educational experience, how important for your future occupational or vocational success do you think your experience at B.C.C. will be? 1) Not very important 2) Moderately important 3) Very important

A majority of the graduates (57%) perceive their experience at Bronx Community College as very important, whereas majorities of the LM and LL groups (52% and 57%, respectively) view their experience as moderately important. Understandably, 28% of the LL group see their experience at Bronx Community College as not very important. There is, in fact, a strong relationship between college status at the end of two years (graduated, LM, LL) and perception of the importance of Bronx Community College (graduates most positive, LL students most negative).

A markedly higher proportion (44%) of Black and Spanish American students view the Bronx Community College experience as very important as compared to the proportion of Caucasian students (35%).

Twenty-seven percent of the Engineering Science students endorsed the not very important option, in contrast, for example, with Business Transfer students, only 6% of whom endorsed this option.

Question 11

What has been your average, hourly wage for the weeks you have been employed since leaving Bronx Community College? (Please compute, if necessary)
1) less than $2.00 per hour 2) $2.00-2.49 3) $2.50-2.74 4) $2.75-2.99
5) $3.00-3.24 6) $3.25-3.49 7) $3.50-3.74 8) $3.75-$4.24 9) $4.25 and over

The following table shows the proportions of the three basic groups (graduates, LM, LL) earning a) $3.50 per hour or more, and b) less than $2.50.

Earnings per Hour	Graduates	Left School Matriculated	Left School Lost Matriculation
$3.50+	52%	20%	18%
less than 2.50	15%	21%	36%

A direct relationship is thus observed between college status (graduated,LM,LL) and earning rate. In contrast to this relationship, no differences are found among the three ethnic groups in the proportion of students earning below $2.50 per hour (Blacks-30%, Caucasian-29%, Spanish American-29%). However, there is a small but noticeable difference in the proportion of students from these groups earning $3.50 or more per hour (Blacks-30%, Caucasian-33%, Spanish American-25%). This difference is due mainly to differential earnings among the groups, favoring Caucasian students, in the LM and LL categories. Among graduates, a higher proportion of Black students (58%) earn $3.50 or more, than Caucasian students (48%) or Spanish American students (50%). It would appear, therefore, that education level is more important in determining salary for the group of students sampled, than ethnic group, though some interaction may also exist.

Fifty-seven percent of Business Transfer students, and 35% of Liberal Arts students, report earning less than $2.50 per hour. Only 11% of Nursing students and 20% of Engineering Science students report this. On the other hand, 70% of the Engineering Science and 60% of the Nursing students report earning $3.50 or more per hour as contrasted with Business Transfer and Liberal Arts students (14%,each).

Question 12

Have you been looking for jobs in a field related to the curriculum in which you enrolled in Bronx Community College? 1) Yes 2) No

The results indicate that graduates are much more likely to look for employment in a field related to their Bronx Community College curriculum than the LM or LL groups. No marked differences exist on this item among the ethnic groups. Business Transfer (87%) and Nursing (83%) students, however, are much more likely to look for employment in their curriculum areas than Engineering Science students (45%), but this seems to be accounted for by a very low proportion (17%) of Engineering Science students seeking employment in their curriculum field, who had left school having lost matriculation status. A large proportion (73%) of the Liberal Arts students reply "No" to this question, which may possibly be explained in terms of the less sharply defined career or professional goals Liberal Arts students may have, and the all encompassing nature of a liberal arts program.

The major finding here is that the probability is a little more than .50 that non-graduates leaving school will take jobs outside their fields of study at Bronx Community College. The probability for graduates is only .18.

A large number of Liberal Arts students who answered this question negatively explained that the liberal arts program did not prepare them for any specific job. Several indicated they had not firmly established a major field of interest at the time of leaving Bronx Community College. A majority of four Nursing, five Engineering, nine Retailing, and 12 Technologies students (all of whom left Bronx Community College before graduating) indicated they had either lost interest in their fields, or felt they had insufficient experience or knowledge to take a position in their former fields.

Question 13

Since leaving Bronx Community College have you ever been refused a job for which you applied? 1) Yes 2) No If "Yes" explain fully, particularly if you feel Bronx Community College could have prepared you better.

Eighty-nine percent of all students say they have never been refused a job for which they applied.

One hundred percent of the 15 Business Transfer students and 95% of the 59 Nursing students indicated they were never refused a job. In contrast, 18% of the Business Career students and 13% of the Liberal Arts students indicate that they experienced rejection at one time or another, in regard to job seeking.

The relatively few (18) respondees who gave their reasons for having their job applications rejected, did not feel that Bronx Community College was responsible for their being rejected. Many gave lack of working experience as the major reason for being turned away.

Question 14

If you could turn history back, and you found yourself in the same situation you were in just prior to enrolling in Bronx Community College, would you enroll again in Bronx Community College? 1) Yes 2) No
If "No" explain _____

Seventy-two percent of all students say they would enroll again in Bronx Community College. There is a direct relationship between college status and response to this question; more favorable status is related to a higher proportion of the "Yes" endorsement. But even among the LL group, 68% of the students say they would enroll again in Bronx Community College if they could turn history back.

There is a somewhat greater tendency for Spanish American students to say "Yes" (79%) than Black students (70%), and a higher proportion of Business Transfer students (87%) than Nursing Students (60%) or Engineering Science students (68%).

Some representative reasons given by those who replied "No" follow:

Students who left college before graduating

- Bronx Community College slightly lacking in the college atmosphere, per se.
- Didn't like most of the instructors I had, went to classes from 8:00 a.m. to 10:30 p.m.
- Too much confusion, no one to help you with curriculum.
- Would have gone directly into a four-year college.
- Would have left city and gone to a healthier learning environment.
- Bronx Community College is an institution for receiving grades rather than learning.
- Registration is a big hassle, instructors not of college caliber.
- Upon transferring lost too many credits.
- Would have gone to college out of N.Y.C., no campus life at Bronx Community College. Not enough student activities.
- Would rather have gone to a college with more organized curriculum advice.
- I was not fully prepared for Bronx Community College,plus I was disappointed in its nursing course.
- Lack of orientation in the curriculum in which I was enrolled.
- Required courses unrelated to curriculum choice.
- No college atmosphere, cold and uninterested (school).

Students who graduated

The overwhelming majority of graduates answering "No" to the question (about 95%) indicated that they would have preferred to go to a four-year college, either in or out of the City of New York. Some other comments were as follows:

- Couldn't transfer to a four-year college, all my credits would not be accepted.
- Not enough clinical experience (Nursing).
- Lacking intellectual challenge.
- A four-year college would have offered more choices of courses.
- Bronx Community College not run like a college, more like a high school.
- Could not start at my major soon enough,too many courses not required(at Hunter).

Question 15

What proportion of the faculty members who taught you at Bronx Community College would you say were superior teachers? 1) Very few 2) Less than half 3) Over half 4) Almost all

Although over half of the responding students say that "over half" or "almost all" of their instructors at Bronx Community College were "superior" teachers, about one fourth endorse "very few." No sharp differences among the ethnic groups appear in regard to the two most favorable responses "over half" and "almost all," when these are combined. The "very few" option, however, is selected by 30% of the Black students, 25% of the Caucasian students, and only 14% of the Spanish American students. College status does not seem to be related to any response tendency on this item.

Some noticeable differences among the curriculum groups are evident. Relatively high proportions of Liberal Arts students (28%), and 26% of Business Career and Nursing students, endorse "very few," compared to 11% of the Engineering Science students, 13% of the Business Transfer students, and 15% of the Technologies students. Business Transfer and Technologies students responded in greatest proportion to the "over half" and "almost all" options combined (about 65%).

Question 16

What proportion of the faculty members you observed at Bronx Community College would you say was generally interested in students and their problems? 1) Very few 2) Less than half 3) Over half 4) Almost all

This question shows a somewhat clearer relationship between college status and perception of the faculty's interest in students, i.e., graduates have a more favorable perception, and LL group students have a slightly less favorable view. Nevertheless, 49% of all responding students endorse the two most favorable options, in contrast to 19% who endorse "very few." This is almost the same response as was seen on the previous question which, in content, is similar to this item.

Black students again are among the strongest endorsers of the most negative response "very few" (28%), though Spanish Americans also strongly respond to this option (26%), compared to 17% of the Caucasian students. The inverse of this holds true for affirming the two most positive options "over half" and "almost all," where these are selected by 51% of the Caucasian students, 43% of the Spanish American students, and only 38% of the Black students.

The highest proportion of endorsements of the two most positive options ("over half" and "almost all") are given by Business Transfer students (67%) and Engineering Science students (63%), contrasted with the lowest proportion of endorsements given by Technologies students (37%)and Nursing students (31%). At the other end of the scale, 31% of the Nursing students endorsed the "very few" choice, in comparison to 10% of the Business Transfer students.

Question 17

What was your general impression of the courtesy and effectiveness with which student problems were taken care of by various administrative or personnel divisions at Bronx Community College (e.g., admissions, finances, registrar, student personnel, etc.)? 1) Impression mostly negative--many improvements needed 2) Impression somewhat negative--some improvements could be made 3) Impression reasonably positive 4) Impression very positive, problems handled courteously, efficiently.

About half of the students select from among the two "negative" options, and half from the two "positive" ones. Students in the LL group are slightly more negative than graduates (49% to 45%), and Spanish American students are slightly more negative on this item than Caucasian or Black students (50%, 47%, 45%, respectively).

Only very slight differences exist among all curriculum groups in the degree to which they select the most negative option. However, combining the two positive options, it appears that Engineering Science and Business Career students are most positive (58% and 57%, respectively), as contrasted with Business Transfer and Nursing students (41% and 43%, respectively).

Question 18

How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you received at this college (from teachers, counselors, deans, etc.)? 1) Very dissatisfied 2) Somewhat dissatisfied 3) Fairly satisfied 4) Very satisfied

Only the LM and LL groups can be analyzed on this item, since one of the options, "very dissatisfied", was omitted from the graduate questionnaire.

Fifty-five percent of the LM, and 49% of the LL group say they were either "very satisfied" or "somewhat satisfied" with assistance received from teachers, deans, counselors, in thinking through their educational and vocational plans.

Black and Spanish American students were "very dissatisfied" or "somewhat dissatisfied" to the extent of endorsing either of these options by 57% and 58%, respectively. Caucasian students select these options 47% of the time, by contrast.

Liberal Arts and Nursing students show the highest proportions of "very dissatisfied" or "somewhat dissatisfied" endorsements (55% and 50%, respectively), as compared to 38% endorsement from students in the Business Transfer, Engineering Science and Technologies curricula.

Question 19

Would you agree that most of your instructors at Bronx Community College tended to reward conformity and punish individualism and creativity?
1) Strongly agree 2) True in some cases 3) True in a very few cases
4) Strongly Disagree

Data can be analyzed only for the graduate group since option #4, "disagree strongly" was inadvertently omitted from the form used by the LM and LL groups.

Graduates are equally divided on the question. About half endorse the first two options (general agreement), while the remaining half endorse the last two choices (general disagreement). No ethnic differences are apparent, about 47% of each group indicating general agreement with the statement.

Viewed by curricular areas, however, some differences are evident. Only 1 Engineering Science student (17%), 39% of the Business Transfer and 36% of the Technologies students give general approval to the statement i.e., endorse "strongly agree" or "true in some cases," as contrasted with 63% of the Nursing students who agree with these options.

Question 20

When you entered Bronx Community College how certain were you that the curriculum area you enrolled in was the one you really wanted? 1) Very uncertain
2) Somewhat uncertain 3) Fairly certain 4) Very certain

Thirty-eight percent of all responding students indicate they were, in some degree, uncertain about their curricula on entry into Bronx Community College.

The data suggest a strong direct relationship between college status and the degree of uncertainty-certainty about one's curriculum. Sixty-eight percent of the graduates, for example, endorse the "fairly certain" and "very certain" choices, compared to 56% of the students in the LM group, and 46% of the students in the LL group. Spanish American students appear to be relatively more uncertain about their curricula on entry into Bronx Community College, than Black or Caucasian students. Forty-eight percent of Spanish American students selected the "very uncertain" or "somewhat uncertain" options, compared to 38% of Caucasian students, and 25% of Black students.

A very high proportion (67%) of Business Transfer students are seen to have been uncertain (first two options) about their curricula. Nursing students were least uncertain (23% endorsing the first two options). Students in the remaining curricula show about a 40% endorsement of these "uncertain" options. (It should be remembered that curriculum groups were established on the basis of curriculum at the time of graduation or leaving B.C.C., not on entrance.)

Question 21

How many times did you change your curriculum while at Bronx Community College? 0, 1, 2.

Eighty-one percent of all respondees made no change in their curriculum while at Bronx Community College, while another 16% made only one change. Graduates (15%) and students in the LM group (21%) show a higher proportion of changes than students in the LL group (9%) partly, perhaps, because the latter do not remain long enough or have become too discouraged to make changes. A higher proportion of Caucasian students (20%) made changes than either Black (8%), or Spanish American students(12%).

Nursing students are found to be most "stable" in regard to curriculum changes. Ninety-two percent of Nursing students make no curriculum changes. About 85% of Liberal Arts and Technologies students also make no curriculum changes. However, 51% of Business Transfer students report changing their curricula at least once. It must be remembered that these curriculum groups were defined by their curriculum status at the end of their Bronx Community College careers, and not at the beginning. Thus, with regard to the Business Transfer students, the fact that 51% reported having changed their curriculum, implies that changes were made from other curriculum areas into the Business Transfer curriculum. The statistic reflects on the possible "second thought" nature of this group of students, but does not say anything about the stability of the group of students who entered B.C.C. as Business Transfer students.

Question 22

Bearing in mind the educational goals you had while in Bronx Community College, how adequate was the College's provision of a range of courses, laboratory training, and other educational experiences, for your goals? 1) Very inadequate 2) Somewhat inadequate 3) Fairly adequate 4) Very adequate

Twenty-nine percent of all responding students claim that the College's provision of courses and other educational experiences was, to some extent, inadequate ("very inadequate" or "somewhat inadequate"). A moderate relationship again is seen between college status and the extent to which courses and experiences are seen as inadequate. Only 15% of the Black students endorse the two "inadequate" options, compared to a 24% Spanish American and 30% Caucasian endorsement. Black students, it would appear, are somewhat more satisfied with their Bronx Community College programs, than Spanish American or Caucasian students. (See items 15 & 16 for contrasting views of instruction.)

Engineering Science shows the highest proportion of students (42%) choosing the "very inadequate" or "somewhat inadequate" options, compared to the two lowest curricula, Business Careers (20%) and Business Transfer (23%). Perhaps the fact that the question specifically focused, in part, on laboratory training, may have affected the way students responded to this question.

Question 23

To what extent were you satisfied with the intellectual quality of the student body at Bronx Community College? 1) Very satisfied 2) somewhat satisfied 3) Somewhat dissatisfied 4) Very dissatisfied

Sixty-five percent of all responding students appear generally satisfied with the intellectual quality of the students they found at Bronx Community College. Combining the "very satisfied" and "somewhat satisfied" options, it appears that graduates and the LM group are somewhat more satisfied than students in the LL group (67%,65%,60%, respectively). About 75% of Black and Spanish American students indicate general satisfaction, as compared to 64% of the Caucasian students.

Students in all curriculum areas endorse the two "satisfied" options with proportions within the range of 65% to 73%, with the exception of Liberal Arts students, who subscribe to these two options with a proportion of 51%, indicating a distinctly lower level of satisfaction.

Question 24

How many hours per week did you spend on any kind of organized extra-curricular activity while at Bronx Community College? 1) None 2) Less than 5 3) Between 5 and 10 4) 10+

The following table shows the distribution of hours per week spent by Bronx Community College students (reporting) on any kind of organized extra-curricular activity:

Hours per week	% of all responding students
None	41.4%
Less than 5	39.3%
5 - 10	13.3%
10 +	4.6%

Students in the LL group show a slightly higher proportion at both extremes. A higher proportion, as compared to the graduate and LM groups, tends to be non-participating ("none" option), as well as involved in organized activities for more than 10 hours per week.

Black students appear to spend fewer hours in organized extra-curricular activities, than either Caucasian or Spanish American students. Eighty-five percent of the former, and 80% and 76% of the latter, respectively, say they spent less than five hours per week in organized extra-curricular activity.

There are no marked differences among curriculum groups on this item.

Question 25

If you checked box 2, 3, or 4 in Question 24, in which kind of extra-curricular activity did you spend most time? (Check one) 1 Sports 2) Student Government 3) Curricular Clubs 4) Publications 5) Social Clubs 6) Discussion groups

Sports, Curricular Clubs, and Social Clubs are about equally popular (23%, 27%, 27% endorsement, respectively, and account for 77% of all organized extra-curricular activities. Graduates prefer Curricular Clubs (38%); students in the LM group, Social Clubs (31%); while students in the LL group show a strong preference for Sports (42%).

Black students show strong interest in Sports (33%) and Social Clubs (29%), while Caucasian students are mainly interested in Curricular Clubs (28%) and Social Clubs(25%). Spanish American students show an extremely high interest in Social Clubs (48%), and moderate interest in Curricular Clubs (28%).

The following table shows the proportion of students in six curriculum areas selecting three of the most popular extra-curricular activities:

Curriculum	Activity		
	Sports	Curricular Clubs	Social Clubs
Business Transfer	23%	27%	27%
Engineering Science	55%	36%	9%
Liberal Arts	19%	23%	32%
Business Career	20%	38%	31%
Technologies	19%	44%	19%
Nursing	36%	7%	18%

Students in the Business Transfer, Liberal Arts, and Business Career curricula show a fairly "balanced" distribution in participation. Engineering Science students show a very high degree of interest in Sports and low participation in Social Clubs. Nursing students show a high degree of interest in Sports and low participation in Curricular Clubs. Technologies students show a high degree of interest in Curricular Clubs.

Question 26

Did you work anywhere for wages or salary while enrolled at Bronx Community College? 1) Yes 2) No

About two thirds of all responding students report holding a job at some time while at Bronx Community College. There are no marked differences among the three college status groups, or among ethnic groups.

Technologies students show a higher than average proportion (77%) of students who worked while enrolled at Bronx Community College, in contrast to students in the Business Transfer curriculum, only 56% of whom reported working for wages.

Question 27

Considering all of the weeks you were enrolled at Bronx Community College, what percent of that time did you have a job? (Example: if you attended 30 weeks, and worked during 10 of those weeks, you held a job 30% of the time - nearest 10%)
0) 10% 1) 20% 2) 30% 3) 40% 4) 50% 5) 60% 6) 70% 7) 80% 8) 90% 9) 100%

If we consider options 7,8,9 as calling for responses from students who held jobs practically all during the period of their enrollment at Bronx Community College (80-100% of the time), it is found that about 40% of all students who work while at Bronx Community College hold these jobs all during the period of their enrollment. About 54% of the students hold their jobs during 50% or less of the time. A higher proportion of graduates and students in the LM group hold jobs from 80 to 100% of the time during their enrollment at Bronx Community College, as compared to students in the LL group (41%, 42%, 32%, respectively). Black and Spanish American students hold their jobs over longer periods during their enrollment at Bronx Community College. Forty-eight percent of Spanish American and 46% of Black students hold jobs practically during the entire enrollment period, in contrast to 39% of the Caucasian students.

Forty-nine percent of the Technologies students, and 48% of the Liberal Arts students hold jobs between 80-100% of the time during their enrollment at Bronx Community College, in contrast to 26% of the students in the Business Transfer curriculum, who hold jobs to the same extent.

Question 28

When you had a job, how much time did you spend at it averaged out over the week? 1) Full time (about 40 hours per week) 2) 3/4 time (about 30 hours per week) 3) half time (about 20 hours per week) 4) 1/4 time (about 10 hours per week)

The following table shows the part-time to full-time distribution of all students who held jobs during their enrollment at Bronx Community College.

	% of Students
Full Time (40 hour week)	8.3%
3/4 Time (30 hour week)	17.6%
Half Time(20 hour week)	35.6%
1/4 Time (10 hour week)	38.5%

The above table shows that 74% of all working students work up to half time. Inversely, only 26% work 3/4 or full time. A much higher proportion (35%) of LL students work 3/4 or full time, as compared to graduates (21%) and students in the LM group (27%). Forty-five percent of Black students report working 3/4 or full time, while 32% of Spanish American and only 24% of Caucasian students make this claim. A much higher proportion of students in the Technologies curricula report working 3/4 or full time (42%), in contrast to the overall proportion of 26%, as noted above. Most of the other curricula show representations close to this average, with the exception of Business Transfer, where only 14% of the students claimed they worked 3/4 or full time.

Question 29

Name school in which you have been enrolled longest since leaving Bronx Community College. Identify kind of school by checking only one.
1) Four-year college of the City University 2) Four-year private college
3) Four-year public college or university (outside of New York City)
4) A non-degree technical school or institute 5) A non-degree business school or institute 6) Other - Explain.

The following table shows how students distribute themselves among a range of educational institutions after leaving Bronx Community College. Two percentages are given: A) the percent of the college status group enrolling in a category of institution based on all of the students within the college status group (whether or not they continued their education), and B) the percent of the college status group enrolling in a category of institution based only on the number of students continuing their education after leaving Bronx Community College.

	College Status							
	Graduated		Left School Matric.		Left School Lost.Matr.		Total	
	A	B	A	B	A	B	A	B
	% of All	% of Cont.Ed.	% of All	% of Cont.Ed.	% of All	% of Cont.Ed.	% of All	% of Cont.Ed.
4 year college of the City University	58	79	45	71	5	9	44	66
4 year private college	6	8	8	12	9	16	7	11
4 year private college or Univ.(outside N.Y.C.)	1	2	2	3	8	14	3	4
A non-degree technical school or institute	0	0	2	3	8	14	2	3
A non-degree business school or institute	2	3	1	2	6	12	3	4
Other	6	8	6	9	19	35	8	12
Total	73	100	64	100	55	100	67	100

Question 29 (continued)

Institutions which students included under "Other" are, for example:

Business Transfer
None

Engineering Science
N.Y.City Community College

Liberal Arts
Computer Programming School
Fashion Institute of Technology
Manhattan Community College
Academy of Aeronautics
Business School
Army Adjutant General School

Business Career
Fashion Institute of Technology
N.Y. Police Academy
Marine Officers Training School
School of Visual Arts
American Academy of Dramatic Arts
Bronx Community College
Manhattan Community College

Technologies
Army Aviation School
N.Y.City Community College
Electrical Union Trade School
Queensboro Community College
Navy Electronics Technical School
Bronx Community College
Rockland Community College

Nursing
School of Practical Nursing
Air Force Nursing School
Key Punch Operators School
Typing School

The data reveal that 73% of the graduates, 64% of the LM group, and 55% of the LL group, continued their education after leaving Bronx Community College. About 3/4 of the graduates and LM students who continue their education enter one of the senior colleges of the City University. It is interesting and possibly significant that more than half of the students who lose matriculation at Bronx Community College enter other educational institutions. Almost 10% of this group who do continue their education enroll in one of the senior colleges of the City University! Another 16% enroll in a four-year private college (though not one of these students is Black) and another 14% attend a public college or university outside of New York City. Forty percent of these students, therefore, apply and are accepted into four-year colleges or universities after failing to maintain matriculation status at Bronx Community College (these 40% represent 21% of all of the LL group). It may be illuminating to find out how students manage this, particularly the students who are admitted into a four-year college of the City University, after leaving Bronx Community College and having lost matriculation status.

The following table shows that a higher proportion of Caucasian students (71%) continue their education after leaving Bronx Community College, than Black students (43%) or Spanish American students (52%). This is particularly true for students who leave school before graduation while maintaining matriculation status. Seventy-two percent of these Caucasian students continue their education, compared to only 19% of the Black, and 17% of the Spanish American students.

Question 29 (continued)

Ethnic Groups Continuing their Education after Leaving Bronx Community College

Ethnic Group	Graduated	Left School Matriculated	Left School Lost Matriculation	Total
Black	53%	19%	71%	43%
Caucasian	76%	72%	53%	71%
Spanish American	65%	17%	46%	52%
Total	73%	64%	55%	67%

The following table shows the relationship of curriculum and college status to the tendency to continue education after leaving Bronx Community College. Practically all of the graduated transfer students continue their education, while only half of the career students (excepting Nursing students), and about one third of the Nursing students do so. Transfer students are also seen to be more likely to continue their education than career students, even when they leave Bronx Community College before graduation, so long as matriculation status has been maintained. It is surprising, in this respect, that only 14% of the Nursing students who leave Bronx Community College before graduating, but having maintained matriculation status, continue their education. The table also indicates that about 50% of students in all curriculum areas who leave Bronx Community College, having lost matriculation status, continue their education.

Proportions of Students in Six Curricula Continuing their Education after Leaving Bronx Community College

Curriculum	Graduated	Left School Matriculated	Left School Lost Matriculation	Total
Business Transfer	94%	76%	50%	83%
Engineering Science	100%	75%	44%	68%
Liberal Arts	94%	77%	59%	83%
Business Career	54%	50%	47%	51%
Technologies	59%	41%	44%	50%
Nursing	33%	14%	60%	37%
Total	73%	64%	55%	67%

Question 30

How many credits per semester have you taken, on the average, since leaving Bronx Community College? 1) 3 or below 2) 4-6 3) 7-9 4) 10-12 5) 13+ 6) Does not apply to me

Responses to this question show that about 70% of the students from the graduate and LM groups, who continue their education, take more than 12 credits per semester, that is, attend full time or nearly full time. Only 24% of the LL group continue their education on a full time basis. There is, however, some difference in the percent attending college on a full time basis, which may be related to ethnic group membership. Sixty-seven percent of Caucasian, 53% of Black, and 44% of Spanish American students, attend on a full time basis. Even within the graduate group, a lower proportion (59%) of Spanish American students go to college on a full time basis, after leaving B.C.C., as compared with Caucasian students (73%) or Black students (75%).

Analysis of the data by curriculum shows that a higher proportion of transfer students continue their education on a full time basis than career students, a higher proportion of whom take post Bronx Community College jobs as compared to transfer students. Among the graduate transfer students, over 80% continue their education on a full time schedule, compared to between 25% and 38% of the career graduates. Nursing students show the lowest proportion (25%) and Business Transfer students the higher proportion (88%).

Question 31

How many post Bronx Community College credits have you now completed?
0) 6 or less 1) 7-12 2) 13-18 3) 19-24 4) 25-30 5) 31-36 6) 37-42
7) 43-48 8) 49+ 9) Does not apply to me

Approximately one third of the graduate and LM groups have earned 49 or more credits since leaving Bronx Community College. Since the survey was conducted during the Spring semester of the 1968-69 academic year, this suggests that most of these students, if enrolled in four-year degree programs, will have earned their bachelor's degree by June, 1969, or just four years after enrolling in Bronx Community College. Another 20-25% of these groups completed one, or more than one, full year's credit, but not as many as 49 credits. Most of these students, therefore, might also be considered well on their way to earning the bachelor's degree. (It must be remembered that generalizations about the proportion of students entering Bronx Community College who finally achieve the bachelor's degree, cannot be made from the data of this survey, since the responding group, constituting the sample of this survey, may not be representative of the entire September, 1965 class.) Only 10% of the LL group of students have earned 49 or more credits, although 22% have earned between 31 and 48.

Some ethnic group differences appear. No Black student has earned more than 49 credits, compared to 71 Caucasian students (30%) and 5 Spanish American students (21%). Moreover, only 20% of the Black students, compared to 24% of the Caucasian, and 22% of the Spanish American students, have earned more than 30 credits. Conversely, 77% of the Black students have earned less than 25 credits, since leaving Bronx Community

Question 31 (continued)

College. If only the graduates and LM groups are considered, a similar result is found. For example, taking these groups together, it is found that only 25% of the Black students and 28% of the Spanish American students, compared to 59% of the Caucasian, have earned over 30 credits since leaving Bronx Community College.

Considering only the graduate and LM groups taken together, the following table relates student curriculum areas to credits earned.

Percent* of Students in Six Curriculum Areas Earning Varying Amounts of Credits Following Departure from Bronx Community College

Curriculum	Credits Earned (to April, 1969) 0 to 12	13 to 30	31 to 48	49+
Business Transfer	7%	34%	28%	28%
Engineering Science	22%	33%	0%	33%
Liberal Arts	10%	21%	26%	40%
Business Careers	28%	38%	17%	21%
Technologies	33%	44%	24%	5%
Nursing	50%	14%	7%	7%

*Percents may not add to 100% for each curriculum because of omission from the analysis of Option # 9 ("Does not apply to me").

The table indicates clearly that Business Transfer and Liberal Arts students earn higher amounts of credit following their departure from Bronx Community College. Nursing students show the lowest credit earning "power." This finding is consistent with the finding on the previous item concerning the porportion of students in the different curriculum areas attending college on a full time,or nearly full time, basis.

Question 32

Name the curriculum area in which you enrolled after leaving Bronx Community College

The following table shows how students in six curriculum areas at Bronx Community College distributed themselves among nine curriculum areas in post Bronx Community College educational programs. This distribution includes all reporting students who continued their education, regardless of their "college status" at leaving Bronx Community College. Figures are percentages of the Bronx Community College curriculum group.

		Post B.C.C. Curriculum								
B.C.C. Curriculum	N	Business Transfer	Engineering Science	Liberal Arts	Accounting	Retailing	Secretarial	Data Processing	Technologies	Nursing	Total
Business Transfer	31	58	3	10	23	6	0	0	0	0	100%
Engineering Science	13	8	38	8	0	0	0	0	23	15	100%
Liberal Arts	157	13	4	70	1	1	1	2	9	0	101%
Business Career	24	33	0	17	13	17	21	0	0	0	101%
Technologies	22	0	23	23	0	0	0	5	50	0	101%
Nursing	19	5	5	37	0	0	0	0	11	42	100%
Total	266										

Of the approximately 290 students (67% of total responding) who appear to have continued their education after leaving Bronx Community College, 266 or 92% responded to this question. The results, not unexpectedly, show that most students continue in fields related to their Bronx Community College curricula. Among the 19 Nursing students who responded, however, there is a suggestion of some "attrition" from the field, to areas such as Business, Liberal Arts, Technologies. Further examination of the data showed that of the 11 who left the Nursing field, eight had lost matriculation status at Bronx Community College.

Question 33

Is your current course of study closely related to the curriculum in which you were enrolled when you left Bronx Community College? 1) Yes 2) No
If "No" explain why you have changed your curriculum.

There is a direct relationship between status at leaving Bronx Community College on the one hand, and the probability of changing curriculum following departure from Bronx Community College. Seventy-seven percent of the graduate group replied that they enrolled in a program "closely related" to their program in Bronx Community College, compared to 60% of the LM group, and 41% of the LL group. It is interesting that even among graduates, 23% change their curricula upon leaving Bronx Community College. Caucasian students seem less likely to change than Black or Spanish American students, though the trend is not sharp.

Career students are, in general, more likely to change their curricula than transfer students. For example, among the graduates, only 12% of the Business Transfer students and 16% of the Liberal Arts indicated they changed their curricula, compared to 58% of the Business Career, and 42% of the Nursing students. (See analysis of previous item.) Reasons for changing curricula are detailed in the following chart(arbitrary sampling):

B.C.C. Curriculum	Post B.C.C.Curriculum	Reason
Liberal Arts	Social Sciences	Interest changed. Became interested in Psych. Doing work in Political Science. New curriculum more rewarding. B.C.C. did not have courses in Education,Anthropology
	Physical Sciences - Engineering	Now pursuing my major. Wasn't sure till after B.C.C. L.A. no challenge. Did not want to be drafted.
	Art	B.C.C. Art limited. Art not a major at B.C.C.
Retailing	Computer Programming	Did not like Retailing
	Dramatic Arts	Had a desire to act
	Medical Secretary	Became interested in field

(continued)

Question 33 (continued)

B.C.C. Curriculum	Post B.C.C. Curriculum	Reason
Mechanical and Electrical Technology	Architecture	Always wanted architecture
	Computer Programming	Became interested in Programming while working for IBM
	Political Science	Chance for involvement in Society
	Crimonology	I might be more successful
	Business	B.C.C. and the outlook it gave me in Electrical Technology
Business Administration	Electrical Engineering	I liked math and equipment
	Sociology	Couldn't relate to a business program
	Physical Education	Didn't enjoy business. I liked sports
Engineering Science	Data Processing	Best suited to me
	Electronic Technology	Dealt with electronics in freshman year
	Liberal Arts (History)	Found Engineering Science too difficult
Medical Lab	Banking	Was working in a bank and wanted to "advance"
	Psychology	More interested in psychology, and didn't do well in previous curriculum
Nursing	Computer Programming	Nursing held no interest
	Psychology	More independence within occupation
	Liberal Arts	Go into field of medical research
	Liberal Arts	Broaden knowledge

(continued)

Question 33 (continued)

An analysis of the reasons given by students for not continuing in the same or a closely related field after they left Bronx Community College reveals that most students attribute the change to a change of interest, or to a measure of disappointment with their first curriculum. Others indicated the Bronx Community College program was not the one they wanted in the first place. Student responses suggest that the first two years at Bronx Community College give many students an opportunity to try out tentative vocational or professional dispositions and to find new interests and goals, even higher goals, such as when a secretarial student reports she decided to work for a B.A. degree, or when a Nursing student responds that she decided to get a Liberal Arts degree to prepare herself for a position in medical research.

Several students mentioned that they discovered they had more aptitude for the second field, than for the Bronx Community College curriculum they had been following. Others reveal changing to more socially useful areas of work. Several students indicate Bronx Community College did not have the curricula they really had wanted to follow. A considerable number of students demonstrated the importance of holding a job in influencing curriculum choice. Several students transferred to curricula related to their jobs, which were not related to their original Bronx Community College curricula.

Question 34

How many credits did you "lose" in transferring to your current educational institution? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15+.

Analysis of this item indicates that about half of the students in all three college status categories do not lose any credits upon transfer to other educational institutions after leaving Bronx Community College. However, at the other extreme of the scale, it is seen that the proportion of the LL group (31%) losing nine or more credits is about twice the proportion of the graduate (17%) and LM groups (16%).

A higher proportion of Black (71%) and Spanish American (62%) students report losing no credits than Caucasian students (49%). On the other hand, a higher proportion of Caucasian students (18%) report losing nine or more credits than Black (7%) or Spanish American students (5%).

There is a considerable range in the reporting of credits lost when the data are analyzed by the six curriculum areas used in this study. At the one extreme, only 7% of the Business Transfer students report losing 0-1 credits compared to 70% of the Liberal Arts students. The proportions of students in the other curriculum areas losing 0-1 credits on transfer, are as follows: Engineering Science (45%), Business Careers (48%), Technologies (44%), Nursing (58%).

On the other hand, it is seen that only 7% of the Liberal Arts students lost nine or more credits, compared to 44% of the Technologies, 42% of the Nursing, and 36% of the Engineering Science students. The following chart gives a sampling of reasons why certain courses were not credited on transfer:

B.C.C. Curriculum	Courses not Credited	Reasons
Liberal Arts and Sciences	American History I	Considered a survey course.
	Typing	Not creditable.
	French	German, not Chemistry, required for chemistry major.
	Physical Education	Not creditable.
	Health Education	No equivalent course.
	Civilization I,II and others	Grade of D not credited.
	Art, Music, Bio, German	Not required for Engineering.
	Physics and Math	Not required for Behavioral Science course.
	French I	Equivalent to high school French course.
	Art Appreciation, American Short Story	No equivalent courses
	Nursing, Anatomy, Physiology	No equivalent courses at Lehman

(continued)

Question 34 (continued)

B.C.C Curriculum	Courses not Credited	Reasons
Business	Retailing, Spanish, HLT, Accounting, Textiles Apparels	No equivalent courses
	All courses below Grade C	
	ACC 11 and 12	Only worth 3 credits each at Baruch or CCNY.
	Business Math	Not required for B.B.A.
Electrical Technology	Most Electrical Technology courses	Too elementary for CCNY program (our interpretation)
Nursing	All Nursing	Not related to degree in Psychology-Sociology.

Question 35

In applying for admission to your post Bronx Community College school were you required to take courses to make up for "deficits" in your academic background? 1) Yes 2) No. If "No" stop here. If "Yes" answer question 36.

Question 36

For which curriculum were these courses required? Name courses required.

One quarter of all students attempting to continue their education after leaving Bronx Community College were required to take courses to make up for deficits in their academic background. For reasons which may become evident when an examination is made of the chart below, a much higher proportion of graduates (34%) answered this question in the affirmative than students in the LM (17%) or LL (15%) groups.

Black students also show a distinctly higher proportion of affirmative responses (38%) as compared with Caucasian (26%) or Spanish American students (13%).

Students in the Nursing and Technologies curricula claim the lowest need to take courses to make up for deficits (16% and 13%, respectively), while 30% of the student[illegible] the Liberal Arts curriculum make this claim.

The following chart illustrates the kinds of courses which have been required of students upon their application for admission to a post Bronx Community College educational institution(representative sampling):

B.C.C. Curriculum	Post B.C.C. Curriculum	Courses Required
Liberal Arts	Liberal Arts (various majors)	Sociology, Philosophy, German, Physical Education, French, Health Education, English 3 and 4, Music, Art, Logic, Philosophy, Non Western studies, Swimming
Business Administration	Business Administration	Management, Spanish, Chemistry, Calculus, Mathematics of Finance
Electrical Technology	Electrical Technology	English writing lab, Composition and Reading
Nursing	Nursing	Trigonometry, Geometry
Retailing	Retailing	Photography, Sociology, Copywriting, Algebra, Speech

(continued)

Question 36 (continued)

Medical Lab Technology	Medical Lab Technology	Organic Chemistry, Language (2 years)
Pre-Pharmacy	Pharmacy	Philosophy
Secretarial	Business Education or Teaching	Math, science, trigonometry, English (poetry), Advanced Typing

Questions 37-46

What were the two main reasons for your not continuing your education after leaving Bronx Community College? (Check two items from items 37-46)

The following chart shows the percentage of each college status group attributing non-continuance in a post Bronx Community College educational program to various reasons:

Reason for Non-Continuance	Graduated	Left School Matriculated	Left School Lost Matriculation	Total
37. Needed to earn money	28%	22%	12%	22%
38. Dissatisfied with experience of education at B.C.C.	3%	13%	17%	10%
39. Do not need further education at this time	23%	9%	0	12%
40. Could not continue education and cope with family and/or personal problems	7%	14%	22%	13%
41. Marriage or Maternity	15%	15%	7%	13%
42. Entered Military Voluntarily	1%	8%	7%	5%
43. Entered Military Involunarily	1%	2%	10%	4%
44. Would lose too many credits or would need to "make up" too many courses	11%	3%	14%	9%
45. Did not think I had sufficient ability to continue education	1%	1%	5%	2%
46. Other reasons*	9%	14%	5%	10%
Total	99%	101%	99%	100%

*Other reasons given for not continuing education (from # 39 and 46, above):

(see next page)

Questions 37-46 (continued)

39 - Do not need further education at this time. Explain.

- to get practical experience first
- need to earn money
- to see if higher education is necessary
- children to care for
- receive training for job
- satisfied with job
- learn more from practical experience
- personal problems
- little pay difference between two and four year graduates (lab tech)
- want to start family soon
- have achieved educational goal set
- marriage

46 - Other reasons for not continuing education after leaving B.C.C. Explain.

- could not get into another city college (graduate)
- fed up with school (graduate)
- health reasons
- like work
- lost matriculation - could not pay for course
- my program was stretched from early in the morning to late in the evening
- need to be more emotionally and financially stable
- too immature to realize importance
- didn't care for accounting, was not sure what I wanted to do
- knew military was coming (involuntary)
- began own business

(continued)

Questions 37-46 (continued)

The foregoing chart reveals that most of the reasons probed by the questionnaire contribute to the failure of students to continue their education after leaving Bronx Community College. The most moticeable exception was Item # 45, relating to the appraisal of one's ability to continue one's education. Only 3% of all students answering this question endorsed this reason. The major reasons, therefore, for students not continuing their education are financial, personal problems, marriage or maternity, disappointment by Bronx Community College experience, and academic "barriers" to transfer.

The following chart gives the proportion of each of the ethnic groups endorsing each of the reasons for not continuing education beyond Bronx Community College.

Reason	Ethnic Group		
	Black N=36	Caucasian N=155	Spanish American N=32
37. Needed to earn money	36%	19%	16%
38. Dissatisfied with experience of education at B.C.C.	6%	12%	6%
39. Do not need further education at this time	6%	14%	9%
40. Could not continue education and cope with family and/or personal problems	14%	12%	22%
41. Marriage or Maternity	17%	12%	16%
42. Entered Military voluntarily	0%	5%	13%
43. Entered Military involuntarily	6%	4%	0%
44. Would lose too many credits or would need to "make up" too many courses	11%	8%	9%
45. Did not think I had sufficient ability to continue education	0%	3%	3%
46. Other reason for not continuing education after leaving B.C.C.	6%	11%	6%
Total	102%	100%	100%

The above chart clearly demonstrates that the need to earn money is the leading reason given by Black and Caucasian students for not continuing in an educational program after leaving Bronx Community College. For Spanish American students, family and personal problems is the leading reason, and finances the second most important reason. Almost 4 out of 10 of the Black students responding give the need to earn money as one of the reasons they could not continue in higher education. Another significant reason for leaving school, for all groups, is marriage and maternity.

(continued)

Questions 37-46 (continued)

The following chart gives the proportions of each curriculum group endorsing each of the reasons for not continuing education beyond Bronx Community College.

	Curriculum					
Reason	Business Transfer N=10	Eng. Sci. N=7	Liberal Arts N=45	Business Careers N=70	Technologies N=36	Nursing N=65
37. Needed to earn money	10%	0%	20%	20%	25%	28%
38. Dissatisfied with experience of education at B.C.C.	0%	14%	22%	11%	3%	6%
39. Do not need further education at this time	10%	0%	2%	19%	6%	17%
40. Could not continue education and cope with family and/or personal problems	30%	29%	13%	7%	19%	12%
41. Marriage or Maternity	20%	14%	9%	11%	14%	15%
42. Entered military voluntarily	0%	0%	9%	6%	8%	0%
43. Entered military involuntarily	10%	0%	4%	3%	8%	2%
44. Would lose too many credits or would need to "make up" too many co' ses	0%	29%	9%	10%	3%	11%
45. Did not think I had sufficient ability to continue education	0%	0%	2%	4%	0%	2%
46. Other reason for not continuing education after leaving B.C.C.	20%	14%	9%	9%	14%	8%
Total	100%	100%	99%	100%	100%	100%

The above chart restates the finding that certain reasons are given as more important than others in contributing to students' decisions to discontinue their education, while suggesting also that some of these may be related to curriculum. Engineering Science and Business Transfer students, for example, seem to have less serious financial problems than students in the other curricula, but give somewhat greater importance to personal and family problems. In general, however, there is no marked relationship between curriculum and reasons given for discontinuing education.

Question 47

Do you hope to be able to enroll in some kind of educational program in the future? 1) Yes 2) No. If "No" stop here. If "Yes" proceed to Question 48.

Eighty-five percent of responding students, from the group which did not continue its education after leaving Bronx Community College, state they intend to enroll in some kind of educational program in the future. Not unexpected is the finding that 94% of the students who left Bronx Community College while matriculated, but before graduating, indicate an intention to re-enroll, as compared to only 78% of the students who have already received their two-year degree.

Ninety-five percent of Black students, compared to 76% of the Spanish American, and 84% of the Caucasian, indicate this intention.

One hundred percent of the Business Transfer and Engineering Science students hope to continue their education (based 5 and 4 students, respectively), whereas only 73% of the Business Career students so indicate. About 90% of students in the remaining curriculum groups (Liberal Arts, Technologies, Nursing) affirm a desire to continue education (based on group sizes in the range of 21-36, for the latter four curriculum groups).

Question 48

Will you continue in a field related to the curriculum followed at Bronx Community College, or will it be different? 1) Related 2) Different

Bearing in mind that this question was answered by students not continuing their education after leaving Bronx Community College, it is observed that almost 40% of the respondees intend to change their fields of study. Furthermore, as would be expected, there is a direct relationship between college status (graduates, LM, LL) and intention to change. Graduates show a significantly weaker intention to change (24%), as compared to the LM students (42%) and the LL group (50%).

Black students indicate a slightly stronger tendency to remain in their fields of study (68%), as compared to Spanish American (57%) and Caucasian students (61%).

With regard to differences among curricular groups on this question, Nursing students display the strongest intention (79%) to remain in their field; Liberal Arts (40%) and Engineering Science students (50%), the weakest. In the case of the latter, the extremely small size of the group involved (4) makes interpretation of this statistic impossible. It is also not surprising to find Liberal Arts students deciding on areas of specialization outside of this curriculum since this curriculum is frequently used as an interim program for students whose interests have not crystalized.

Question 49

If you answered "Different" to Question 48, why?

A sampling of reasons given by students for not planning to continue their education in the field studied at Bronx Community College follows (includes all "college status" groups):

B.C.C. Curriculum	Reason for Considering a Change
Business Administration (Accounting)	Want curriculum with more meaning to life Increasingly interested in Data Processing Now a police officer - police science more beneficial Not interested in Accounting Interested in psychology
Medical Lab Technology	More interested in Art Would be dissatisfied with Medical Lab field My interests and abilities lie outside Medical Lab Technology Limited in pay and promotions
Pre-Pharmacy	To survive in this society one must earn a big pay check
Engineering Science	Would like to learn more about field I am now in Engineering Science was not meant for me I want a curriculum related to my job as as a police officer
Secretarial	I would like to broaden my knowledge I would like to deal with children, secretarial work pays well but becomes boring after a while Would like something different

(continued)

Question 49 (continued)

B.C.C. Curriculum	Reason for Considering a Change
Liberal Arts	Liberal Arts not suitable for me
	Plan to major in Business
	No jobs available in such a generalized area
	Since being in the service, I've been exposed to the realities of life
	I would pick a curriculum pertaining to my job - business administration
	I will continue in field of data processing which the Army has trained me for
	I want commercial art
	Have received extensive electronics training in Coast Goard and will continue
Nursing	Experience at B.C.C. too dissatisfying
	I am not suited for Nursing profession
	Want a Liberal Arts degree
	I would like to broaden my interests
	Easier to continue in English, more schools will accept my two years of English credits than my two years of Nursing credits

Question 50

If you plan to continue your education, what level do you think you will attain? 1) No higher degree 2) Bachelor's degree 3) Master's degree 4) Doctorate

A direct relationship exists between college status (graduate, LM, LL) and expectation of earning a higher degree. Graduates generally show higher expectations while students in the LM group are next, and students in the LL group are last in rank on this item. Nevertheless, 59% of the LL group, still expect to earn the B.A. degree and 7% expect to earn a Master's degree. The complete distribution follows.*

Expected Degree	College Status			
	Graduates	LM	LL	Total
None	12%	27%	33%	23%
B.A.	67%	60%	59%	63%
M.A.	21%	9%	7%	13%
Ph.D.	0%	4%	0%	2%
Total	100%	100%	99%	101%

*Again, these statistics are based on data from students who did not continue their education after leaving Bronx Community College.

Black students show a rather high proportion (33%) not expecting to earn a further degree (including the A.A. degree). Only 23% of the Caucasian and 8% of the Spanish American students admit to this. Nevertheless, it is still true that, of the Black students, 48% aspire to the B.A. degree, while 19% look further to the M.A. degree.

Not unexpectedly, a wide discrepancy exists in the aspirations of students enrolled in the six different curricula. This is shown in the following table:

Curriculum	Degree Aspiration				
	None	B.A.	M.A.	Ph.D.	Total
Business Transfer	0%	80%	0%	20%	100%
Engineering Science	0%	50%	50%	0%	100%
Liberal Arts	26%	56%	19%	0%	100%
Business Career	48%	52%	0%	0%	101%
Technologies	15%	65%	15%	5%	100%
Nursing	12%	74%	15%	0%	101%

The table indicates that significant proportions of students in all curricula, whether transfer or career, aspire to at least the B.A. degree, and that a noticeable proportion have their sights on even higher degrees. This finding is even more interesting in the light of the fact that these data are based only on the group of students (about 115) who did not continue in an educational program after leaving Bronx Community College.